Special Education Intervention

SPDG Strand Two

Theresa Nicholls and Kate Martin

State Personnel Development Grant (SPDG)

- Purpose: To assist state educational agencies (SEAs) in reforming and improving their systems for personnel preparation and professional development in early intervention, educational, and transition services in order to improve results for children with disabilities.
  - $5 million
  - Five years

- Project Director: Theresa Nicholls

State Personnel Development Grant

- Goal #1: Improved Performance of SWD to Ensure Successful Transition to Post-Secondary Opportunities

- Goal #2: Ensure that Tennessee's Students Enter Kindergarten with the Necessary Academic, Social, and Emotional Skills for Success

Goal #1: Improved performance of SWD

- Hire three special education interventionists
  - West, Middle, East
- Professional Development activities
  - Strand One: Increasing access to the general education curriculum for SWDs.
  - Strand Two: Special Education: The most intensive intervention
- Mini-grant opportunities
- Coaching
- Communities of Practice
- Online modules
- Parent/family trainings

SPDG Funded PD Activities

- Strand One Trainings- *Increasing Access to Core Instruction for Students With Disabilities*
  - Goal: Participants will use universal designs for learning (UDL) techniques/strategies to inform decisions around least restrictive environment (LRE).
  - 2016-2017 school year
  - Three part workshop series (Fall, Winter, Spring)
  - Conducted by district-selected facilitator
  - Audience: School teams from district-selected schools
    - General educator, special educator, administrator

SPDG Funded PD Activities

Strand Two- *Special Education Intervention: The Most Intensive Intervention*

- Goal: Participants will gain a deeper understanding of effective intervention practices to improve performance of students with specific learning disabilities in reading.
- 2017-18 school year
- Three part workshop series (Fall, Winter, Spring)
- Monthly Communities of Practice (CoPs)
- Conducted by district-selected facilitator
- Audience: Special educators from district-selected school teams

TN Department of **Education**

SPDG Strand 2 Training Outline
(integrate training principles & practice throughout)

Day 1 (Fall) — **Assess the Learner**
- Learning/Memory
- Literacy
- Content

Day 2 (Fall) — **Differentiate based on Assessments of the Learner**
- "To differentiate, you must know how your students differ."
- Delivery matters as much as, or more than, the content

Day 3/4 (Winter) — **Assess the Learning**
- Individualized, targeted, diagnostic
- Assessment has subtypes and assessments have varying contexts
- IAIEP connection

Day 4/5 (Winter) — **Intervene**
- Teach individualized, targeted skills
- Effective interventions and practices

Day 6/7 (Spring) — **Assess and Adjust**
- Measure progress using two methods: outcome and skills-based
- Data-based decisions: the story behind the data

Day 7 (Spring) — **Apply and Generalize**
- Obstacles and Strategies to application/generalization to content/settings
- Tie back to Tier 1 and grade level standards

SPDG Strand 2 Training Outline
Fall and Fall CoPs

Assess the Learner

1. How do students learn and remember?
2. What climate is best for learning?
3. What is the purpose of school?
4. What do students need to know?
5. What is literacy and how does our answer impact students with disabilities?
6. How do all of these understandings impact our view of motivation?

Differentiate based on Assessments of the Learner

1. How do my students differ?
2. What is my student's entry point?
3. How does literacy impact my student's access to Core content?
4. How does delivery create or block engagement?
5. Do I teach content or do I teach students?

Assess the Learning

1. What are the types of assessments?
2. How does context affect assessment data?
3. How do reading assessments differ?
4. How do these differences affect analysis and decision-making?
5. How do I prevent having mounds of information, but little insight?
6. How do I assess, analyze, and diagnose reading difficulties?
   - 3 case studies will involve dyslexia, phonics/fluency, and decoding/comprehension
   - IAIEP connection: PLEPs, goals, services, accommodations

Intervene

1. How do I align my intervention and practices to what I know about the learner?
2. What is my student's causal deficit?
3. Do all reading difficulties have the same cause?
4. Given what works for learning, how does that inform my intervention practices?
5. Given my student's deficit(s), how does that inform my intervention decisions?

SPDG Strand 2 Training Outline
Spring

Assess and Adjust

1. How do I measure incremental progress?
2. How do I measure catch-up growth?
3. How does my student's profile affect intervention changes?
4. How do progress monitoring measures differ?
5. How do these differences inform individualized intervention decisions?

Apply and Generalize

1. What are some of the obstacles to application of new skills/knowledge?
2. What are some strategies to promote application of new skills/knowledge?
3. What are some of the obstacles to transfer/generalization to other contexts/settings?
4. What are some strategies to promote transfer/generalization to other contexts/settings?
5. How do we promote connection between the intervention and Tier 1 performance?

Contact Information

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Special Populations and Student Support

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